"A STUDY OF SEX DIFFERENCES IN RELATION TO PARENTING STYLE AND PARENTAL ENCOURAGEMENT"

A Final Synopsis submitted to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. For the registration of Ph.D. degree under the Faculty of Social Sciences in the subject of Psychology

By

ARUN RAJARAM DAITKAR

Assistant Professor,

Department of Psychology

Shri. Bankatswami College, Beed

Under the Guidance of

DR. H. J. NARKE

Head Department of Psychology,

Dr. Babasahe Ambedkar Marathwada

University, Aurangabad

Nov – 2014

"A STUDY OF SEX DIFFERENCES IN RELATION TO PARENTING STYLE AND PARENTAL ENCOURAGEMENT"

Introduction: -

The bringing up of children is a permanent need of all societies, and the particular way in which it is done is a cultural pattern of that society. Child grows up to fit in his society and the society of child begins with his family, which defines the context in which a child receives his early socialization. If parents want to provide optimal facilitative environment conducive to the cognitive development of the children, they should play an important role in the educational process of their children. It is generally believed that parental care, concern, guidance and influence, or in a word, parental encouragement and parenting style has an effect on the growth of personality and educational development of the child.

Parental Encouragement: -

The term parental encouragement is slightly new in psychological research perspective. In parental encouragement, we assume that parents show it by helping and guiding the child and coaxing him not to feel disheartened at a particular point of difficulty. Rossi (1965) this term as, "when father and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the student in the process, or guide him the right or wrong – this entire spectrum activity comes within the purview of parental encouragement in this manner – treatment originating from parents towards the child with a view to enhancing the possibilities of future occurrence of good behaviour by care, concern, approval and guidance.

Parenting Style: -

Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture (Veenes, 1973) which provides ample opportunity to a child to find roots, continuity and a sense of belonging (Sirohi and Chauhan, 1991) and also serves as an effective agent of socialization. Though parenting, as a perception of the parents of their own attitude towards child, happens to be a great significance in the dynamics of behaviour for socio –

psychological researches, but how child perceives his/her parenting always remains a neglected phase of researches and should be deemed most important as he is one whose process of socialization stands for furtherance (Bharadwaj, 1996). Individual experiences not only help in making the sense of self identity and self ideal but may also lead him to perceive, think and act in self directed manner. So, it appears that child's perception of parental attitude towards himself should be a great concern in the dynamics of behaviour and may open new avenues of research for deeper probe in the domain of parent-child relationship.

Significance of the study:-

- This study may provide quantitative data on effect of sex i.e. male & female children on parenting style and parental encouragement.
- The study may highlight the importance of the parenting style and parental encouragement as a field of inquiry for profound our understanding of the nature, prediction of personality growth of child.
- The study may point out the importance of newly introduced concept of parental encouragement in psychological research perspective.
- The study may bring an impetus for future experimental studies regarding the effect on prediction of behaviour on the bases of parenting style and parental encouragement.

Review of literature:-

Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., and Fraleigh, M. J. (1987) Develops and tests a reformation of Baumrind's typology of authoritarian, permissive, and authoritative parenting styles in the context of adolescent school performance. Using a large and diverse sample of San Francisco Bay Area high school students (N = 7,836), we found that both authoritarian and permissive parenting styles were negatively associated with grades, and authoritative parenting was positively associated with grades. Parenting styles generally showed the expected relation to grades across gender, age, parental education, ethnic, and family structure categories. Authoritarian parenting tended to have a stronger association with grades than did the other 2 parenting styles, except among Hispanic males. The full typology best predicted grades among white students. Pure authoritative families (high on authoritative but not high on the other 2 indices) had the highest mean grades, while

inconsistent families that combine authoritarian parenting with other parenting styles had the lowest grades.

Flett, G. L., Hewitt, P. L., & Martin, T. R. (1995). Demonstrated that high parental expectations and criticism were related to socially-prescribed perfectionism that is related to higher levels of procrastination. Yet other research showed that parenting characterized by stern inflexibility and over control was correlated with a measure of decisional procrastination for late adolescent females. In fact, on the basis of this evidence, Gord Flett and his colleagues concluded that ". . . procrastination may be a response to the expectation that parents will respond to self-characteristics in a harsh and controlling manner".

Ferrari, J. R. & Olivette, M. J. (1993). Found an indirect relation between maternal authoritative parenting and procrastination mediated through the self- system. However, paternal authoritative parenting was not associated with self-worth, but had a direct relation with procrastination. We also found an indirect relation between maternal authoritarian parenting and procrastination. Paternal authoritarian parenting was not associated with self-worth; however, it did have a direct relation with procrastination. Results from previous research provide support for these findings as well as some possible explanation for the pattern of results. For example, it has been reported that authoritarian parenting appears to have a greater impact on daughters than on sons In this regard, Ferrari and Olivette (1993) suggested that daughters may rebel against the authoritarian parenting style by delaying the completion of tasks.

Pychyl, T. A., Coplan, R. J., & Reid, P. A. (2002). Concluded that sum, mothers' parenting style predicted self-worth in their daughters which in turn predicted procrastination, whereas fathers' parenting style had a direct effect on procrastination even after controlling for self-worth. It is apparent from these results that mothers and fathers have different effects on their daughters' development. Our results suggest that fathers have a more direct effect on their daughters' development of procrastination, while the mother's effect is mediated through the self-system. Previous developmental research may explain these findings in terms of the differing roles of mothers and father. Mothers encourage closeness and connectedness in their daughters, while the father's role is one of fostering a sense of identity and encouraging autonomy in his offspring. What is clear from this and related developmental research is that fathers and mothers play different roles in their daughter's development.

Sage, G. H. (1980). Compare the childhood socialization influences of male and female intercollegiate athletes in order to ascertain whether there were dif ferences in the sport socialization process between the sexes. The data indicated that parents of both male and female intercollegiate athletes tend to be involved in sports themselves, with parents of male athletes being more involved in a variety of ways than parents of female athletes. While parents of both groups are supportive of their offsprings' sports involvement, fathers tend to be more supportive of their sons than of their daughters. There is little difference in the support accorded sons and daughters by mothers. There is a weak positive relationship between socio-economic status (SES) and parental expectations, encouragement, and time spent participating with their offspring.

In view of aforementioned the present study made it's effort to study the adolescents' perception of their parenting style and parental encouragement in respect to their gender discrimination under below statement.

Statement of the Problem: -

"To study the Sex Differences in relation to Parenting Style and Parental Encouragement"

Objectives: -

1. To study the male and female adolescents' perception of their maternal parenting style-
2. To study the male and female adolescents' perception of their paternal parenting style
3. To study the male and female adolescents' perception of their parental encouragement.
4. To study the maternal parenting style for male adolescents.
5. To study the paternal parenting style for female adolescents.
6. To study the male and female adolescents' perception of their parental encouragement.
7. To explore the gender wise difference in maternal parenting style.
8. To investigate the gender wise difference in paternal parenting style.
9. To examine the maternal and paternal parenting difference for male adolescents.

10. To find out the maternal and paternal parenting difference female adolescents.

11. To investigate the gender wise difference in parental encouragement.

Hypotheses: -

After going thorough inspection of literature review following hypothesis were formulated-

a) There is significant gender-wise difference in following maternal style of adolescents-

- ✓ Rejection Vs. Acceptance
- ✓ Carelessness Vs. Protection
- ✓ Neglecting Vs. Indulgence
- ✓ Utopian Expectations Vs. Realism
- ✓ Lenient Standard Vs. Moralism
- ✓ Freedom Vs. Discipline
- ✓ Faculty role expectation Vs. realistic role expectation
- ✓ Marital conflict Vs. marital adjustment

b) There is significant gender-wise difference in following paternal style of adolescents-

- ✓ Rejection Vs. Acceptance
- ✓ Carelessness Vs. Protection
- ✓ Neglecting Vs. Indulgence
- ✓ Utopian Expectations Vs. Realism
- ✓ Lenient Standard Vs. Moralism
- ✓ Freedom Vs. Discipline
- ✓ Faculty role expectation Vs. realistic role expectation

- ✓ Marital conflict Vs. marital adjustment

c) There is no significant parents difference in following parenting style of male adolescents-

- ✓ Rejection Vs. Acceptance
- ✓ Carelessness Vs. Protection
- ✓ Neglecting Vs. Indulgence
- ✓ Utopian Expectations Vs. Realism
- ✓ Lenient Standard Vs. Moralism
- ✓ Freedom Vs. Discipline
- ✓ Faculty role expectation Vs. realistic role expectation
- ✓ Marital conflict Vs. marital adjustment

d) There is no significant parents difference in following parenting style of female adolescents-

- ✓ Rejection Vs. Acceptance
- ✓ Carelessness Vs. Protection
- ✓ Neglecting Vs. Indulgence.
- ✓ Utopian Expectations Vs. Realism
- ✓ Lenient Standard Vs. Moralism
- ✓ Freedom Vs. Discipline
- ✓ Faculty role expectation Vs. realistic role expectation
- ✓ Marital conflict Vs. marital adjustment

Method: -

Sample:-

The population of this study comprised of higher secondary school students from Marathwada region. The whole sample consists of 400 students including male (n= 200) and female (n= 200) adolescents. To select the sample randomized sampling technique was taken into consideration. The efforts was made to select the sample as representative as possible in terms of area of living, Socio-economic status, family type. The sample distribution is depicted as follows;

Sample Distribution

Male Adolescents	***Female Adolescents***	***Total***
n =200	***n =200***	***N =400***

Design:-

As per objectives, the present research dealt with Two Group Randomized design

Two Group Randomized Design

Male Adolescents	***Female Adolescents***	***Total***
n =200	***n =200***	***N =400***

Variables: -

Considered variables were treated as follows:

Independent variable: -

- Gender
  - ✓ Male
  - ✓ Female
- Parenting
  - ✓ Maternal
  - ✓ Paternal

Dependent variable: -

- Parental encouragement
- Parenting Style i.e.
  a) Rejection Vs. Acceptance
  b) Carelessness Vs. Protection.
  c) Neglecting Vs. Indulgence.
  d) Utopian Expectations Vs. Realism
  e) Lenient Standard Vs. Moralism.
  f) Freedom Vs. Discipline
  g) Faculty role expectation Vs. realistic role expectation.
  h) Marital conflict Vs. marital adjustment.

Research Measures: -

List of Tests

Aspect studies	Test and scale	Developed by
Parenting style	***Parenting scale***	***by R. L. Bharadwaj, H. Shrma, & A. Garg (1998)***
Parental encouragement	***Agarwal Parental encouragement scale***	***Dr. Kusum Agarwal (1999)***

Procedure: -

Pilot Study

The Pilot study was conducted on 30 students as per sample distribution criteria from various colleges which were intended to decide the sample, appropriateness of tests used, coding method and the statistical procedures that will be used for final study.

Main Study

First of all the list of various higher secondary schools situated in rural and urban area of Marathwada region were prepared. For the selection of the sample various schools were visited one by one. The written permission was sought out from the respective Principals after discussing the purpose of the present study.

To obtain the data, selected students were administrated on the parenting scale, constructed by R. L. Bharadwaj, H. Shrma, & A. Garg in 1998 and parental encouragement scale constructed by Dr. Kusum Agarwal in 1999. To obtain the data both male and female adolescents groups were administrated two time on parenting scale due to collect the data separate for maternal and paternal parenting style. in order to reduce fatigue and boredom effect these tests were administrated one at a time. To fill the tests subjects were given general instructions about each test. Data were obtained by using particular scoring pattern standardized for each test.

Statistical Analysis: -

The data were analyzed as follows;

The mean (with graphical representation) and standard deviation for Male & Female adolescents' on their perception of different parenting style as well as on their parental encouragement were analyzed.

To study the effect of gender difference of adolescents on their perception of different maternal and paternal parenting style as well as on their parental encouragement, T test was employed.

Results and Discussion: -

1. Overall as except for Neglecting Vs. Indulgence Marital conflict Vs. marital adjustment model of parenting style, the finding highlighted significant difference on maternal style for her male and female adolescents the concerned hypothesis in same regard has been proven for following model of maternal parenting-

   - ✓ Rejection Vs. Acceptance
   - ✓ Carelessness Vs. Protection
   - ✓ Utopian Expectations Vs. Realism
   - ✓ Lenient Standard Vs. Moralism
   - ✓ Freedom Vs. Discipline
   - ✓ Faculty role expectation Vs. realistic role expectation

2. To conclude the significant difference was found in paternal parenting styles towards male and female adolescents on Rejection Vs. Acceptance, Carelessness Vs. Protection, Lenient Standard Vs. Moralism and on Freedom Vs. Discipline model of parenting whereas found to be insignificant for Neglecting Vs. Indulgence , Utopian Expectations Vs. Realism , Faculty role expectation Vs. realistic role expectation and Marital conflict Vs. marital adjustment model of parenting thus the concerned hypothesis in same regard has been proven for only following model of paternal parenting-

   - ✓ Rejection Vs. Acceptance
   - ✓ Carelessness Vs. Protection
   - ✓ Lenient Standard Vs. Moralism
   - ✓ Freedom Vs. Discipline

3. Overall as except for Utopian Expectations Vs. Realism and Faculty role expectation Vs. realistic role expectation model the finding highlighted no significant difference on maternal and paternal style for their male adolescents the concerned null hypothesis in same regard has been proven for following model of parenting-

   - ✓ Rejection Vs. Acceptance
   - ✓ Carelessness Vs. Protection

- ✓ Neglecting Vs. Indulgence
- ✓ Lenient Standard Vs. Moralism
- ✓ Freedom Vs. Discipline
- ✓ Marital conflict Vs. marital adjustment

4. Overall as the finding highlighted no significant difference on maternal and paternal style for their female adolescents the concerned null hypothesis in same regard has been proven for following model of parenting-

- ✓ Rejection Vs. Acceptance
- ✓ Carelessness Vs. Protection
- ✓ Utopian Expectations Vs. Realism and
- ✓ Neglecting Vs. Indulgence
- ✓ Lenient Standard Vs. Moralism.
- ✓ Freedom Vs. Discipline
- ✓ Faculty role expectation Vs. realistic role expectation model
- ✓ Marital conflict Vs. marital adjustment

5. To conclude it cannot be over to say that male adolescents are getting higher parental encouragement in their all domains of life as compared to female adolescent hence the alternative hypothesis stated gender difference in favour of male adolescents has been proven and accepted here.

Conclusion: -

On the basis of obtained result following conclusions were made.

- Male adolescents perceive their maternal parenting to be more declines towards Carelessness, Utopian Expectations, Lenient Standard, Freedom, Faculty role expectation and Acceptance domain of parenting.
- Female adolescents perceive her mother to be more Protective, Realism, Moralism, Discipline, and realistic role expectation and rejection attitude.
- Gender was found to be insignificant for maternal parenting on Neglecting Vs. Indulgence and Marital conflict Vs. marital adjustment model of parenting.

- The significant difference was found in paternal parenting styles towards male and female adolescents on Rejection Vs. Acceptance, Carelessness Vs. Protection, Lenient Standard Vs. Moralism and on Freedom Vs. Discipline model of parenting.
- Gender difference was not found to be significant in the perception of various dimensions of paternal parenting namely Neglecting Vs. Indulgence, Utopian Expectations Vs. Realism , Faculty role expectation Vs. realistic role expectation and Marital conflict Vs. marital adjustment model of parenting.
- Perception of male adolescents was not found to be significantly different for their paternal and maternal parenting style on their Rejection Vs. Acceptance, Carelessness Vs. Protection, Neglecting Vs. Indulgence, Lenient Standard Vs. Moralism, Freedom Vs. Discipline, Marital conflict Vs. marital adjustment model of parenting.
- The significant difference was found between maternal and paternal style for their male adolescents on Utopian Expectations Vs. Realism and Faculty role expectation Vs. realistic role expectation model of parenting.
- Female adolescents perceive no significant difference between their paternal and maternal parenting style on Rejection Vs. Acceptance, Carelessness Vs. Protection, Utopian Expectations Vs. Realism ,Neglecting Vs. Indulgence, Lenient Standard Vs. Moralism, Freedom Vs. Discipline, Faculty role expectation Vs. realistic role expectation and Marital conflict Vs. marital adjustment model of parenting.
- Male adolescents perceive their parent's encouragement attitude significantly higher for them as compared to female adolescents.

References: -

Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., and Fraleigh, M. J. (1987). The Relation of Parenting Style to Adolescent School Performance. Society for Research in Child Development., 1987, 58, 1244-1257.

Ferrari, J. R., & Olivette, M. J. (1993). Perceptions of parental control and the development of indecision among late adolescent females. A*dolescence, 28,* 963-970.

Flett, G. L., Hewitt, P. L., & Martin, T. R. (1995). *Dimensions of perfectionism and procrastination.* In J. R. Ferrari, J. L. Johnson, & W. G. McCown (Eds.), Procrastination and task avoidance: theory, research and treatment (pp. 113-136). New York: Plenum Press.

Pychyl, T. A., Coplan, R. J., & Reid, P. A. (2002). Parenting and procrastination: Gender differences in the relations between procrastination, parenting style and self-worth in early adolescence. *Personality and Individual Differences, 33,* 271-285.

Rothblum, E.D., Solomon, L.J., & Murakami, J. (1986). Affective, cognitive and behavioral differences between high and low procrastinators. *Journal of Counseling Psychology, 33,* 387-394.

Rothblum, E.D., Solomon, L.J., & Murakami, J. (1986). Affective, cognitive and behavioral differences between high and low procrastinators. *Journal of Counseling Psychology, 33,* 387-394.

Sage, G. H. (1980). Parental Influence and Socialization into Sport for Male and Female Intercollegiate Athletes Journal of Sport & Social Issues, Vol. 4, No. 2, 1-13 (1980) DOI: 10.1177/019372358000400201.

Research Scholar

Arun Rajaram Daitkar
Assistant Professor,
Department of Psychology
Shri. Bankatswami College, Beed

Research Guide

Dr. H. J. Narke
Head, Department of Psychology,
Dr.Babasaheb Ambedkar Marathwada
University, Aurangabad.